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ABSTRACT

In this manual, project directors of the Intensive Reading Instructional Teams (IRIT) program in Hartford, Connecticut, public schools, are provided with suggestions for evaluating compensatory programs such as the IRIT. Three models for basic Title I evaluation are discussed and compared: a norm-referenced model, a control group design, and a special regression design. Instructions for using the models are given, and suggestions for modifying them to fit particular needs are presented. The format of an evaluation report is outlined as including a project description, strengths and/or accomplishments, problem areas, evaluation objectives, procedures, and findings and recommendations. The need for dissemination and feedback of evaluation results is stressed. An appendix contains copies of Hartford's evaluation reporting forms, project data coding sheets, and an IRIT replication reporting form. (CMG)

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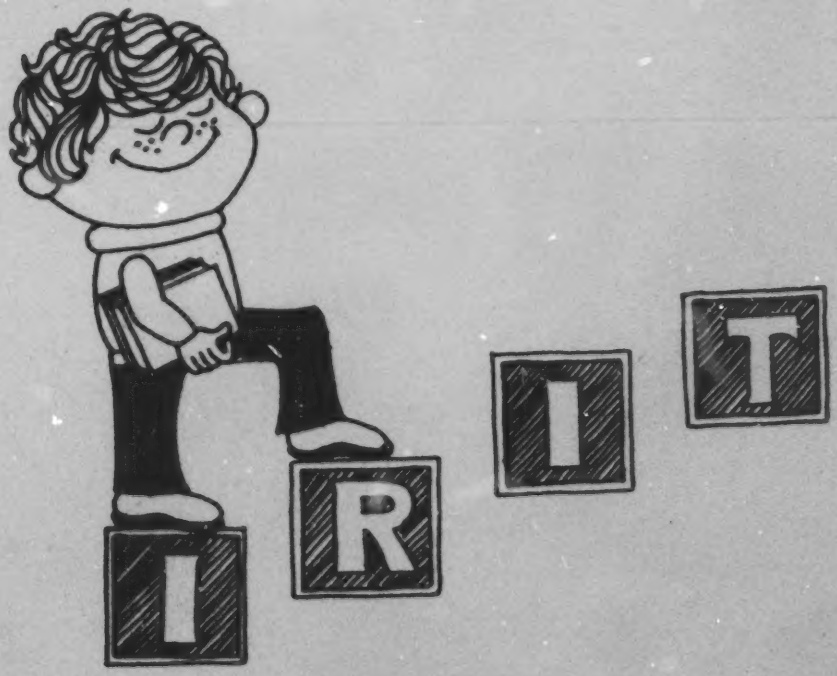


INTENSIVE READING INSTRUCTIONAL TEAMS

EVALUATION MANUAL

FOR PROJECT DIRECTORS BY DR. ROBERT J. NEARINE 1980

UD 023235

HARTFORD PUBLIC SCHOOLS·249 HIGH STREET·HARTFORD, CONNECTICUT 06103

ACKNOWLEDGEMENTS

How does one spell relief? In the evaluation business, only when the job is done. While it was fun to walk the production tightrope between a technical evaluation text (there are many on the market) and a complete do-it-yourself guidebook (running into hundreds of pages), the result is a booklet designed to bridge felt gaps between evaluation theory and practice. For the technical assistance, suggestions, and comments which were needed to produce this document, tribut is certainly due. Dr. Steve Horwitz of the Regional I Technical Assistance Center provided advice, encouragement, and a critical analysis which can best be described as a post graduate course in statistics; one which sent this writer back, and on several occasions, to the drawing board. His colleague at the University of Rhode Island's Curriculum Development and Service Center Dr. Jennifer Green gave many insightful technical comments. Connecticut Title I Consultant Alice Bordonaro provided equally useful suggestions and particularly in the area of field practicality. Layouts and illustrations were provided by Carole Carso. Finally, credit for translating numerous hen-scratchings into a decipherable manuscript goes to Judie Shea. For the problem areas, the responsibility lies with the author.

It was fun, Andi!

AN IRIT DIRECTOR'S GUIDE TO EFFECTIVE EVALUATION

Congratulations. And welcome to the Intensive Reading Instructional Teams family. We feel certain that your youngsters, their teachers, and their parents will like the IRIT and will be pleased with the educational growth which it produces.

Did you know that the original Hartford IRIT was started in 1965 and is still going strong? While we won't dwell on past accomplishments, there is an historical point to be made: because the first IRIT program was started with Title I and State compensatory monies, an evaluation was required from the outset. It was this requirement which enabled the IRIT to qualify for federal recognition as early as 1969. You, too, may be in the same position where an evaluation is required. Even if an evaluation is not required by your district, it is a good idea to evaluate just the same.

Why should I evaluate? And what's in it for me? Right now, money for education is tight. In consequence, taxpayers want to know if a program is working and if it is worth the dollars which are being spent.

Taxpayers also want to look at program results so as to capitalize on strengths and correct obvious weaknesses.

Of course, there is always that reporting requirement; sometimes it is to a funding agency but often to parents, teachers, the Board of Education, and the general public as well.

But how do I get a useful evaluation? First, let's look at the facts.

- There is no one correct approach to an evaluation.
- To be useful, an evaluation responds to the needs of its audiences, to program concerns, issues and objectives.
- No evaluation is perfect. Almost every evaluation has at least some methodological problems...in the instruments, with the procedures, and with the application of the results to the constraints of the real world.
- Evaluation is not research. While there are many similarities between the two, researchers want to draw general conclusions, while evaluators want to facilitate specific decisions.

Let's examine our facts more closely. Most evaluators will tell you that an evaluation is a systematic way to assess educational worth. They will also tell you that the main purpose for most evaluations is to help make a program better. Evaluations provide information for decision-making by the project staff, the administration, the Board of Education, the funding agency and sometimes even the parents.

While no one evaluation will provide all the decision-making information which is needed by these audiences, most evaluations will be aimed at one or more target groups. Since evaluations are usually intended to help staff make program improvements, an evaluation should be geared to this audience and their needs considered.

An IRIT evaluation should provide necessary information to your own

administration and to your funding agency. Both audiences want to know how the money is being spent, how it can be spent more effectively, and how administrative and management elements can be improved. Since both audiences are more concerned with managerial and policy decisions, the information needed is less detailed than that required by the project staff. Even if the evaluation is designed to meet the needs of the project staff, it should also attend to the requirements of these other audiences.

There is no one approach to the evaluation of a compensatory program such as the IRIT. However, there are some suggestions. An IRIT evaluation should deal with the stated program objectives and with the implied objectives as well. Since the IRIT was designed to improve reading achievement, appropriate measures of reading achievement are needed. If your IRIT is attempting to motivate youngsters to read books on their own time and if this area constitutes a major program thrust, this area should be a focus of the evaluation, whether or not an objective has been stated.

The evaluators' creed, if there was one, would probably be Murphy's Law...if things can go wrong, they will. Murphy's Law will usually confound even the best evaluation. With the best of planning, a perfect evaluation is almost impossible. Even so, the idea is to use the best model, the best instruments, and the best methodology possible and tailor these to fit into the real world. This is not as difficult as it may at first seem. Since the IRIT is a relatively straightforward program (so far as

evaluations are concerned), a series of usable models can be suggested. For those who wish to delve more deeply into the evaluation business or would like to know more about evaluation theory, models, and methodology, several references have been listed in the appendix.

The Real World of Evaluation

Before you sit down to work out an evaluation plan, there are several questions which must be answered. These questions attend to your own situation and to your local school district's ground rules.

- What is your district's policy concerning evaluations? Are there a series of "canned" procedures which must be followed? Or are you free to go it alone?
- How is your project funded? While each outside funding source has its own set of evaluation requirements, most are quite similar. You should be aware of any specifics which apply to your project and follow the funding rules.
- What evaluation resources are available to you? Is there an

evaluation office which will assume full responsibility for the total evaluation effort, or will you have only the resources that you can beg, borrow, or steal? For evaluation purposes, resources are usually classified in terms of time, money, facilities, personnel, and technical expertise.

- What other kinds of questions do you need to have answered. For example, you will need to identify your audiences and their information needs. These questions and answers must be identified on the basis of local needs.

Once the applicable ground rules have been determined, it is time to begin thinking about an evaluation approach which will attend to your IRIT audiences. Let's first discuss several evaluation terms and concepts. The evaluation literature often refers to summative (product) and formative (process) evaluations. A product or summative evaluation examines outputs derived from measuring the behavioral objectives specified in your program or your funding proposal. A product evaluation examines instructional impact on the program's clients: the pupils, teachers, and parents. A product evaluation looks at outputs in relation to the services which were provided.

A formative or process evaluation is concerned with how a program works and what processes are used to bring about client change. A process evaluation is particularly important to a developmental program since it is

important for decision makers not only to know what has happened, but how. Since the IRIT is an established exemplary program, a process evaluation will have limited impact upon the program. This is why this booklet focuses primarily on evaluating program outcomes.

Title I, like most federal programs requires an annual evaluation. At the very least, this evaluation must include pre-and post-test scores. Annual Title I evaluations also require the reporting of various kinds of information...program costs, the number of staff hired, the number of youngsters served, and other evidences of program effort.

Title I is the largest federally-funded education program. Its funded services run the gamut of instructional programs, approaches, and target audiences. Because of this size and complexity, Title I programs are required to use a rigorous evaluation model. These models were designed to assess the impact of Title I funding nationwide. With few exceptions, the models require the use of standardized tests that are properly administered. Test scores must be recorded in a common manner, and compatible pre and post test data must be obtained. The Title I models were designed to focus only on test data and must be supplemented with additional information for local school district use. The Title I models, however, are suitable for use with IRIT programs which are funded from a variety of sources.

Title I Evaluation Models

The basic Title I evaluation scheme employs one of three models. The models are designed to help answer the question, "How much more did the students learn with classroom instruction and IRIT services than they would have learned with classroom instruction alone?" Test score gains attributable to the IRIT treatment are defined as the difference between the IRIT group's performance on a post-treatment test and an estimate of what the performance on the same test would have been if the group did not receive the IRIT treatment. The measure of IRIT impact is the observed post-treatment performance minus the expected no-treatment performance.

IRIT impact looks like this:

IRIT Impact	=	IRIT OBSERVED EFFECT	-	EXPECTED CLASSROOM (NO IRIT) EFFECT

The observed post-treatment performance is always the mean or median post-test score of the IRIT treatment group. The no-treatment expectation is determined by using one of the three Title I evaluation models.

Model A: Norm-Referenced Design

The norm-referenced design assumes that, without the special IRIT treatment, the pupils as a group would have maintained the same relative status to a local or national norm group from pre-test to post-test. The group's average pre-test percentile is not expected to change if no special

treatment is provided The group pre-test percentile is expected to be the same as the group's post-test percentile if no IRIT treatment occurred.

The observed post treatment performance is simply the percentile rank which corresponds to the group's mean post-test score. If the group's post-test percentile is higher than the pretest percentile, it may be assumed that the improvement resulted from IRIT participation.

While the Model A norm-referenced design can be used with normed or unnormed tests, we recommend pre and post testing with the appropriate form and level of a nationally normed achievement test. This testing should take place at times which are as close as possible to the dates when the norm data were originally collected. Most tests are normed in the spring and in the fall. Thus, fall to spring, or spring to spring testing for each IRIT cycle is recommended.

Model B: Control Group Design

The control group, or research design model requires that the same standardized achievement test is given to both an IRIT treatment group and a comparable group on a pre and post service basis. The design assumes that both the treatment and control groups are

essentially the same. If the IRIT treatment group's post-test performance is superior to that of the control group, the IRIT program has been effective. The control group model compares treatment group data with the same kinds of data which have been obtained from a comparable group of youngsters in the same school or district. The control group design is a very powerful model. It assumes that the only difference between the two groups will be the IRIT treatment. Thus, a superior IRIT post-test performance provides a powerful argument that the IRIT program has made the difference.

The key to Model B success is to select control and treatment groups which are comparable. The problem is that the best way to equate these groups is to randomly assign youngsters to the treatment and to the control group. In a public school this procedure is often impossible, impractical, or under Title I funding possibly illegal. As a consequence, most Title I programs do not use this model despite its rigor and power.

For the IRIT program, the Model B picture is much more rosy. In fact, there are some techniques which can be used to eliminate many of the problems associated with random sampling. While the control group design may be the model of choice, its implementation requires a rather high level of evaluative expertise and the services of a computer. If you have these resources, the Model B should certainly be considered.

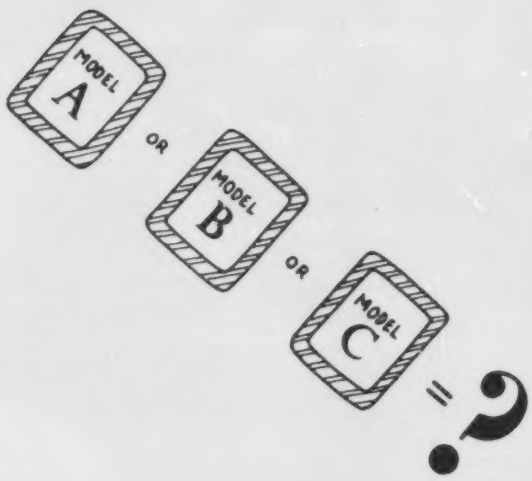
Model C: Special Regression Design

With the regression design, an IRIT treatment group and a superior comparison group are formed from one "intact" group on the basis of a pre test cut-off score. The special regression design projects expected performance scores for both the IRIT treatment and the IRIT comparison group using a statistical procedure. A selection test is given to all eligible pupils. Students falling below the cut-off score are placed in the IRIT treatment group, while those scoring above the cutoff are used as the comparison group. If the obtained IRIT group score is higher than the statistically predicted comparison group score, it can be assumed that the IRIT treatment made the difference.

While Model C is somewhat more powerful than Model A, its use could present a number of problems. As with Model B, the use of Model C requires a fairly high level of evaluative expertise and the services of a computer Since the special regression design represents a mathematical model, the reported results may have limited acceptability to an audience that does not understand or trust statistics.

Model C has two additional features which should be considered. The design provides for the use of two different but correlated achievement tests for pre and post testing and does not require the administration of tests at the usual norming times. While testing flexibility and the power of the statistical procedure make Model C the second treatment of choice of

the three models presented, we suggest the use of one rather than two achievement tests if only to increase the local acceptance of the presented data.



Choosing an Evaluation Model

Models A, B, and C differ in terms of technical rigor and ease of implementation. The more rigorous the design, the more difficult the design may be to implement. Model A is a very simple design which compares pre to post IRIT treatment gains with test norms using the test norming group as the comparison group. While it is possible to determine differences between IRIT group and norming group data, the nature of the differences cannot be determined or compensated for. Since Model A compares local IRIT data with national norm data, and not with data from other local groups, a call for additional local testing might be expected.

Model C, the special regression model, is a more powerful design than Model A. It compensates for initial test differences between groups using statistical techniques. Since results are dependent on the statistical treatment of data, the resulting data may not be accepted at the local level.

Writing an easily understood Model C report may also present some problems.

Model B, the control group model, is the most rigorous of the three evaluation designs. Its technical merit depends on the similarity of the treatment and control groups, a similarity which best occurs when pupils are drawn from a single population and are randomly assigned to the two groups. Random sampling is not usually practical in a public school situation. There are, however, some practical ways to deal with this problem.

Using Model B

You should now be aware that the control group design, while a powerful one, can be difficult to implement in its pure form. The control and IRIT treatment groups must be comparable for the model to work. Even if you were to randomly assign youngsters to treatment and control groups, these assignments would probably go against the grain of the teachers. It was they who identified the students with the greatest needs, and it is these same teachers who want those needs to be met. In all probability, your Title I office would also veto this procedure since the most needy students must be serviced first. And finally, in a school setting it is almost impossible to ensure that control and treatment groups are exposed to the same educational experiences with only one treatment group difference...the services of the IRIT. Happily, it may be possible to avoid all of these problems. To do this, we should first review some of

the essentials of the IRIT.

Your IRIT proposal probably lists three behavioral objectives which need to be measured. These objectives may be modified or supplemented to meet local needs.

1. IRIT cycle participants will demonstrate reading skill improvement beyond that which could be expected without program participation.
2. IRIT pupils will read at least three books per month or nine books per cycle.
3. 75% of the IRIT pupils will be able to write simple sentences independently at their own level of achievement.

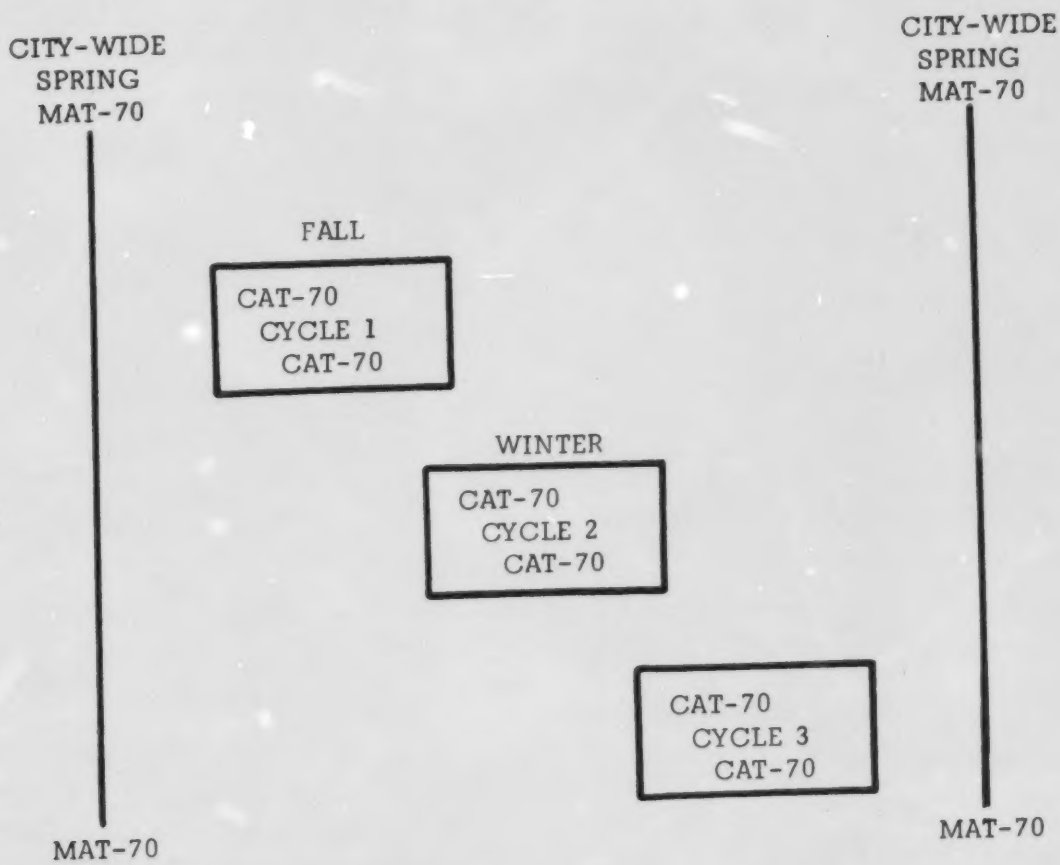
Let's look at the testing plan. Normally, pupils in cycles 1, 2 and 3 of an IRIT program are given a standardized achievement test at the beginning of their respective cycles. In Hartford, the vocabulary and reading comprehension subtests of the California Achievement Tests (CAT-70) are used. At the end of each cycle, some 68 to 70 days after pre testing, the pupils are post-tested with the CAT-70, on the same test level with either the same or an alternate test form.

In addition to the beginning and end of cycle CAT-70 testing, another set of reading achievement test scores is needed to avoid those Model B group selection problems. This test should include the total population of youngsters who are eligible for the IRIT program. In Hartford

these scores are obtained from the city-wide spring testing. While Hartford uses the Metropolitan Achievement Test, 1970 Edition (MAT-70), word knowledge and reading comprehension subtest scores from the spring city-wide testing, other standardized tests may be used. Note that the city-wide test is given as close as possible to the time of norming.

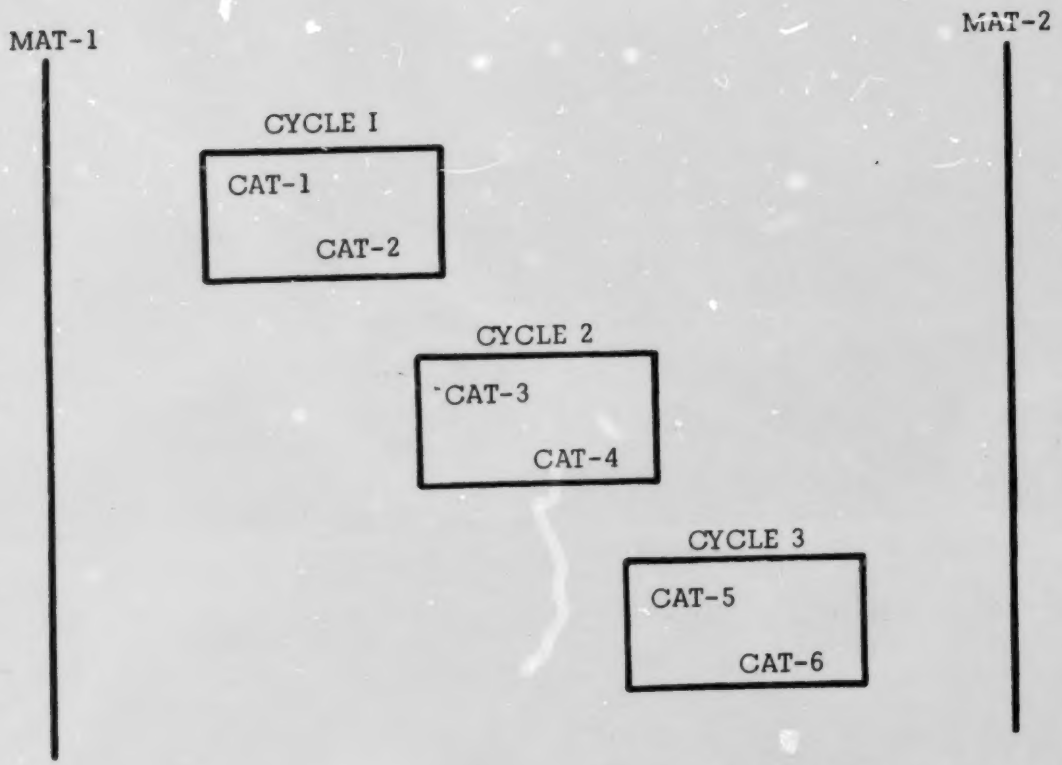
Hartford's test plan looks like this. All Hartford youngsters are tested in the spring with the MAT-70, while only the IRIT students receive pre to post cycle CAT-70 testing.

SCHOOL YEAR IRIT TESTING



Once achievement tests are given, the scores must be converted to meaningful information. To do this, a series of steps are followed. Several of these steps involve statistical procedures and can be completed more accurately and easily using computer facilities. The procedures are straightforward and are contained in almost any statistical "package" so that suitable computer services should not be a problem. Some suggestions for recording the various data in a format which can be converted easily to computer punch cards or tapes are contained in the appendix.

Let's review the original Hartford IRIT data analyses. The analyses meet Model A reporting requirements and are typical of the Title I test score data which are available in many districts. These analyses are also required for the use of Model B. To simplify this review, we have reproduced an IRIT testing pattern where the MAT-70 is used as a city-wide spring pre-test, while CAT-70s are given at the beginning and end of each IRIT cycle. We have also coded the testing times for ease in interpretation. For example, CAT-70 testing at the beginning of the first cycle has been labeled CAT-1; at the end of cycle 1, CAT-2 at the beginning of cycle 2, CAT-3, etc. MAT-70 test scores which have been used as pre tests are shown as MAT-1; while the end of year MAT-70 tests which may be used as a subsequent cycle's pre test have been labeled MAT-2.



In Hartford the MAT is used as only one factor in the student selection process; MAT scores are often used to verify placements which are made on the basis of a more comprehensive set of test and performance data. CAT scores may be used to remove a youngster who is improperly placed. This procedure may vary somewhat from the rigor of the models wherein one test is used to select and another is used to pre test. From a practical standpoint the procedures used are reasonable and adequate for use with Models A and B. Model C required placement on the basis of a selection test cut-off score alone.

Step 1

Pre to post cycle and spring to spring standard scores must be matched: by cycle, by grade and by subtest. This matching can be done by computer.

Step 2

Comparisons of the matched pre to post cycle standard scores and the matching spring to spring standard scores can be made using a related t-test at the .05 level of confidence. These analyses will help you to determine whether the reported mean change is in all probability a real one or whether it has come about more likely as the result of chance. Remember, no evaluation is perfect. Normally, this analysis will yield mean or average scores and standard deviations (SD). The standard deviation gives you information regarding the amount of dispersion of the individual scores from the mean so that you can see whether the scores have tightened up or have tended to move in one or more directions. If the resultant t-score is compared with the t-value table found in virtually every statistics book and exceeds the .05 level, then in all probability the mean score change was a real one in 95 out of 100 cases. Computer services will provide you with any number of analyses on the basis of the data which are presented: by grade, by cycle, by grade within cycle, and for the program as a whole on both the CAT-70 and the MAT-70.

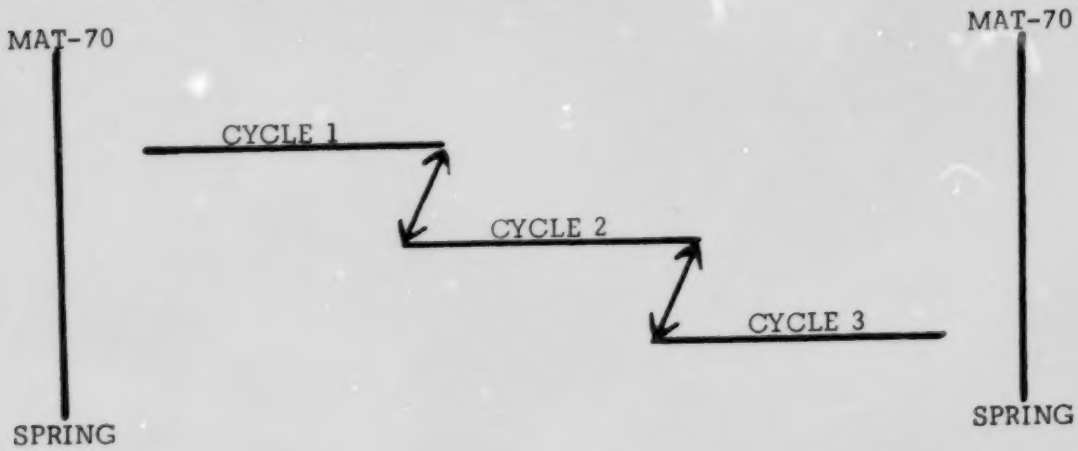
For IRIT programs that do not wish to use Model B, the next step

is to interpret and report the data in accordance with Title I instructions and with local ground rules. To meet Title I reporting requirements, publishers' manuals should be used to convert mean spring to spring MAT-70 test standard scores to percentiles using the norms which were established for the spring. The mean percentiles are equated with Normal Curve Equivalents (NCEs) and changes in NCEs from spring to spring are reported. This procedure is spelled out in Step 5. In addition, other analyses can be reported as needed by your school district or as requested by your state. Two cautions are in order. Models A and B require that test data is collected at times which closely coincide with the fall and/or spring norming dates. The models also suggest that a separate test is used for student selection and for pre-testing. When the same test is used for student selection and for pre-testing as in Hartford's spring to spring MAT-70 test model, an adjustment or regression formula can be used to adjust the data so as to coincide with fall to spring norms. This adjustment represents a modification to the models. For Title I projects, the adjustment may have to be approved by your state. Since the pre to post cycle CAT-70 data were not collected at the fall and spring norming points, no attempt should be made to convert the standard scores either to percentiles or to NCEs. Rather, t-scores, means, and standard deviations may be the statistics of choice.

Step 3

Here we go into Model B. Do you remember that Model B requires a randomly-selected control group? For the IRIT program this is not necessary. The cycles can act as their own controls.

Look at the following diagram. If each of the cycles can be equated with each other on the basis of a spring MAT-70 test score using a standard statistical procedure called analysis of variance (ANOVA), and assuming that the IRIT will have a decided impact on instruction, cycle test patterns will look something like this:



Notice that each succeeding cycle seems to start off at a lower point than does the preceding cycle. This is supposed to happen if IRIT services have provided more growth than would normally be expected. When this happens, youngsters in one cycle will end up ahead of their peers in the following cycle who are just beginning their IRIT instruction. The key to this procedure is to statistically equate the cycles. If the cycles can be

equated, Model B can be used. If not, Model A will probably have to be used.

Step 4

Once all cycles have been adjusted, usually by grade level, a t-test is used to determine whether or not the post test of one cycle is significantly different from the pre test of the next cycle. CAT-2 is compared with CAT-3, CAT-4 with CAT-5, and so forth under the assumption that if youngsters in all cycles are comparable then the youngsters who have received the IRIT treatment during cycle 1 should have achieved significantly higher test levels at the end of the cycle than their counterparts who are just entering cycle 2. Again mean scores, standard deviations, and t-scores can be reported by grade and by cycle.

Step 5

Now comes the reporting. Using the publisher's test norm conversion tables, mean MAT-70 standard scores are converted to percentiles using norms which were established for the fall, and/or spring testing times. Since cycles were not tested with the CAT-70 at two norming points, conversions to percentiles and NCEs should not be attempted. To make these conversions, the standardized test must be administered as close to the times of norming as is possible. Mean MAT-70 percentiles are then equated with Normal Curve Equivalents (NCEs) using a percentile-NCE conversion table. A copy of this conversion table is contained in the

appendix. NCEs are then reported to the state in accordance with applicable directions and to other audiences in accordance with local ground rules.

Step 6

Once the mean pre and post test NCEs have been computed, it is necessary to determine, as was done with the statistical t-test, if reported gains are in all probability real ones. This is an easy task. Generally speaking, a gain of 3 or more NCEs is a salutary one, while 7 or more NCEs can be considered to be educationally important. Tallmadge & Wood (1976) use the 7 NCE figure although more recent writings suggest that gains of 3 or more NCEs can be taken as evidence that the IRIT program has made a positive impact on the youngsters, and one which is probably not due to chance.

Remember the Model A assumption that the post test expectation should be the same as the pre test percentile had not the IRIT treatment taken hold? Without getting into deep statistics, some basic assumptions about NCE and/or percentile gains are:

- Without IRIT treatment, we can expect no mean percentile or NCE change from pre to post testing.
- If we get a slight mean percentile or NCE change, this is good and may be due to the IRIT treatment.
- If the mean percentile gain is equivalent to at least three NCEs, than the gains are in all probability due to the impact of the

IRIT treatment.

- The educational importance of any gains should be determined at the local level. This determination should be based on experience with the IRIT program, with the tests being used, and with the population be being served.

In addition to the reading achievement objective, two other objectives are also included in the replication model. These too, must be assessed and reported. To measure the objective which states that, "Pupils will read at least three books per month or nine books per cycle", compare the number of books read by each pupil with the established standard. Data can be summarized by number or percentage and reported in graph or tabular form by grade, cycle, and for the program as a whole. Based on the findings, staff can decide whether or not to adjust the projected numbers of books to be read, place a different emphasis on this reading requirement, or adjust the evaluation to focus on the "why". Note that the coding sheet shown in the appendix contains provisions for

recording the number of books read per student so that these figures can be tabulated or aggregated by computer.

The third objective which states that "75% of the IRIT pupils will be able to write simple sentences independently and at their own level of achievement," may be somewhat more difficult to measure. While formal writing tests have been used in Hartford, the tests have taken substantial amounts of time to administer. To eliminate this problem, teacher judgment is used in the evaluation of the writing objective. The teacher is asked to indicate at the end of each cycle whether a youngster can write simple sentences independently at, above, or below the individual's level of achievement. These data are then recorded on the coding sheets and are tallied by computer. This subjective method has several advantages. Ratings can be completed quickly with data obtained from teachers' records so that the teacher has an input into the content of the evaluation. Since most evaluations are seen as focusing on the analysis of test data to the exclusion of teacher judgment, this particular rating system is a plus since the IRIT evaluation is intended to look at program results on the basis of several factors. Good teachers are the most important part of the IRIT program and their ratings and recommendations should be considered.

The Evaluation Report

Without adequate dissemination any evaluation is virtually useless. An unread and unused evaluation report also represents a substantial waste

of money and time. If an evaluation is intended to help people make decisions, then these same decision-makers must be aware of the information which the evaluation report contains. It is important that a systematic dissemination plan is developed and that the evaluation is presented in a format which will be read. If your IRIT program has been funded with Title I monies or is supported by a federal grant, in all probability the funding agency will supply reporting forms or will at least suggest a reporting format.

For Title I programs, state forms are used. While forms may differ by state, all require that certain basic information be reported: number of youngsters served, staffing patterns, dollar allocations by source of funding, and objective attainments.

There is also a requirement to report test scores by grade level, test-level, and test form. A copy of the 1980 Connecticut Title I reporting form has been included in the appendix. While the completion of the State Title I reporting form usually satisfies state evaluation requirements, the forms are designed to collect and aggregate specific program data. They do not contain enough information to facilitate local decisions. Taken alone, the forms contain minimal information, are difficult for parents and lay constituents to read, and leave much unsaid about the program. You will need to supplement the required forms with a reporting format of your own. A suggested format has been used in Hartford to

provide various constituencies with a reasonable amount of information. The format is designed to be easily read and understood. Each year, the format is modified slightly on the basis of need. You too, will probably want to vary the format or change it to meet local project needs.

Project Description

In Hartford, the dissemination plan is based upon reports which are written in plain English and are kept reasonably concise for quick reproduction and distribution. These reports include enough information for the reader to understand what the IRIT project is and how it works. The first section of the evaluation report contains two or three paragraphs which describe the IRIT program, tells where it is located, indicates the youngsters who were served and how many, and shows the overall project staffing pattern. In a few sentences the reader is told how an IRIT operates, why three instructional areas are used, and who is paying for what. If the IRIT is specially-funded and a proposal was submitted earlier in the year, any operational changes from the proposal and the reason why these changes were made are also included.

Strengths and/or Accomplishments

The next section of the report describes any program strengths and/or accomplishments which may not be picked up as part of the formal evaluation. Evidences of parental involvement such as attendance at meetings or comments at open houses, special student activities, press

notices, visitations and visitor comments are included in this section. This is the section in which a staff can pat itself on the back, brag about accomplishments, and report the kinds of things that the staff, parents, and youngsters feel really made the difference. Staff members are encouraged to document program strengths. This documentation is included in the narration. Limitations in documentation are also reported. It is often these unobtrusive evidences which best exemplify program accomplishments. These should not be neglected.

Problem Areas

In similar fashion, staff members are encouraged to report problem areas and to make suggestions for change and/or for program modification. Documentation is requested.

Evaluation

This section contains the meat of the evaluation report. While any number of formats may be used, in Hartford we:

1. List the program objectives
2. Describe the evaluative procedures used
   a. the overall testing plan
   b. the plan for collecting attitudinal or other kinds of data.
   c. the methods which were to be used to analyze and report data
   d. procedures which differ from those which were specified in the evaluation plan or in the proposal; the reasons why

changes were made are also described

In sequential order, each objective is listed along with detailed procedures used to measure objective attainment. Here we discuss tests used, by form and level, when the tests were given and differences in the testing procedures which were used with different teams, cycles or grade levels. If a number of tests or subtests are analyzed and reported in a series of tables, this is a good place to describe the various statistical test tests used. We keep the report simple, but feel that it is important to explain what each table heading means, why a standard deviation is reported, and why t-tests or other statistics are used. We describe what the significance (.05 or .01) or non-significance (NS) table headings mean and summarize the findings before the table is inserted.

Next, the various data analyses are summarized in tabular form. Where analyses examine test results on a program, cycle by cycle, and grade level basis within each cycle, we describe each analysis and finding in one or two sentences for each of the tables. Findings are summarized at the end of this section. The summary describes the tabular data and indicates whether or not each objective was attained and to what degree. The procedure is repeated for each of the separate objectives.

Evaluative Recommendations

In concluding your report, include evaluative recommendations which are based on the data which were collected, on the analyses which

were performed, and on the findings from the various analyses. Recommendations should indicate which evaluation areas need tightening up, amplification, or a different treatment.

Recommendations may attend to issues raised by staff but not verified by data. The evaluator should make these data limitations clear and recommend that the area be scrutinized more closely during the next project year. An evaluator must be very careful to separate "official" evaluative recommendations which are backed up by fact and by data from those which stem from supposition or comment. An evaluator might indicate that while a staff member made a recommendation it could not be verified as to worth by the evaluator. Since the recommendation seemed to have possible merit, it was reported nevertheless.

Remember our comment that no evaluation is perfect? In order to clarify possible misunderstandings while avoiding the possibility of obvious but unnoticed errors, it is desirable to share the draft evaluation report with the IRIT Project Director and staff. While the evaluator has no obligation to change a report on the basis of staff input, the prudent evaluator knows that the staff can add any number of practical suggestions to the report; they will identify obvious errors, suggest practical corrections, and note omissions which if left out will reflect on the evaluator's credibility.

Dissemination

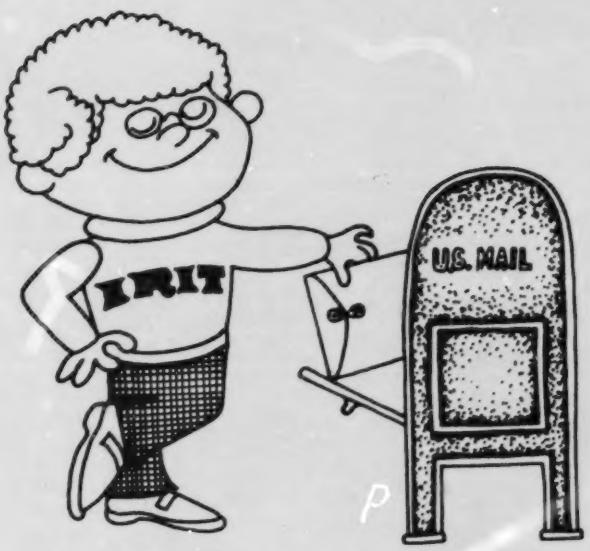
The next step is to package the evaluation for dissemination. Dissemination follows local ground rules. A logical first step is to prepare an abstract and share it with appropriate administrators. In Hartford, all evaluations, after receiving superintendent approval, are submitted to the Board of Education as an agenda item.

Following administrative and Board clearance, copies of the evaluation are furnished to the funding agency, members of the IRIT staff, central administration, principals of all schools involved, and the IRIT Dissemination Project Director. If your IRIT is funded with Title I monies, copies of the evaluation should be sent to all Title I schools, all Title I school Parent Advisory Councils, and to the District Parent Advisory Council. Copies of the evaluation may be furnished to the local press and to various information agencies such as ERIC, your State Facilitator network, and the local Teacher Center. Copies are made available to the public and to other constituencies either by direct distribution or upon request.

Closing the Loop

That wasn't too hard was it? And you still have time to sit down and have a cup of coffee. Right? Wrong! There's one more step and that is to obtain reader feedback. After you have shared your evaluation with the staff, it is important to obtain their reactions. Reactions may be obtained through open forums or informal discussions. A book could be

written to describe the various methods which may be used to obtain feedback. Whatever methods are used, the intent is to obtain positive and negative reactions as to the content of the evaluation and to the processes used. The expectation is that these reactions will lead to a better evaluation which may help to initiate subsequent program improvements. Program improvement, after all, is the reason for the whole evaluation process. 'Nuff said?'



-30-

EVALUATION TIDDLYWINKS

Since no guidebook will cover everything, and since Murphy's Law is bound to prevail, these tiddlywinks of evaluation may be of help to the project director.

- Free technical evaluation assistance can be obtained from your State Department of Education's Title I office or from the Regional Title I funded Technical Assistance Center (TAC) which supports your state. For further information, addresses, and telephone numbers, contact your local or State Title I Director.

- Title I evaluation models are intended to assess the impact of compensatory services using test scores which are collected close to the time that the normative data were gathered. In consequence, the norm referenced models cannot be used to assess short term program gains. To avoid this problem with IRIT cycles which are operated during the summer either as a separate summer school or in conjunction with academic year operations, three alternatives are suggested:

  - For a summer school only IRIT program - Model A should be used with the youngsters tested in the spring and again in the fall with the appropriate level and form of a standardized achievement test. Since the spring and fall testing period coincide with test norming times, the data can be reported in accord with Model A instructions.

  - If the summer cycle represents a fourth cycle in a year long IRIT program, either Model A or Model B can be used. Here again the cycles will act as controls for each other. To use Model B, it is necessary that a spring pre test be used to equate all cycles. If your project uses a spring city-wide testing, and tests at the beginning and end of each cycle, Model B may be appropriate; otherwise, stick to Model A.

  - For a summer program, the norm-reference Model A2 may be used with pre and post criterion referenced tests (CRTs). A nationally normed test is given in the spring at approximately the same time as the pre-summer CRT. At the end of the summer cycle, IRIT students are again tested with the CRT. The median pre-test standard score on the normed test is

determined and the pre-test percentile corresponded to this score taken from the test manual. This percentile is the no treatment expectation. Using this no treatment expectation percentile, a median post test CRT score is converted to its normed test counterpart standard score, which is in turn converted to a percentile using the post test norms table. The derived percentile is the observed post test treatment performance indicator. Additional information on this procedure can be found in the User's Guide (Tallmadge and Wood, 1976).

- While erring may be human and forgiving divine, checking ahead is even better. If you have any doubts about your state's evaluation requirements, at least give your State Title I Director a call.

APPENDIX

COMPENSATORY PROJECT EVALUATION REPORTING FORM

This form is used by local districts in Connecticut to report basic skill Title I and State compensatory (SADC) program statistics, to summarize objective attainments, and to list recommendations based on evaluative findings. The form contains sections for reporting test data by grade, by test level, and by test form and for calculating standard score and percentile gains. Note that test score gains must be converted to normal curve equivalents (NCEs) to comply with the Title I reporting system.

Instructions

for "1979-80 Compensatory Project Evaluation Reporting Form"

PAGE ONE. This page is unchanged from last year's reporting form. Note that as usual, you are asked to give an unduplicated count of all pupils who took part in the program.

PAGE TWO. Except for some slight rewording of the directions at the top of the page, this page is unchanged from that of previous years.

N.B. TO COMPLETE YOUR EVALUATION SUMMARY, USE EITHER p. 3 OR pp. 4 and 5.

PAGE THREE. Use p. 3 to report results of standardized testing (either norm-referenced or criterion-referenced) in those projects in which a Title I evaluation model was not employed. Also use p. 3 for reporting results of testing among grade levels at which the models were not intended to apply.

PAGES FOUR AND FIVE. For those projects and grade levels in which a Title I evaluation model was employed, you will report achievement results on pp. 4 and 5. Please note that these pages incorporate much of the information requested previously of "piloting" LEAs on a supplemental reporting form.

Pages four and five imply a norm-referenced comparison ("A-1" model). If your basic skills project used another evaluation model, ignore these pp. and provide a summary of your "A-2", "B-1" or other model findings.

Item 1. Instructional Service: Check one box only. Even though this report may be for a project which provided both reading and math services (or some other combination), do not combine reading and math subtest scores on pp. 4 and 5. Use separate pages for reporting the results of reading, language arts and mathematics subtests. A "Basic Skills" project report, then, may need one, two, or even three such sets (pp. 4 and 5) of achievement information.

Item 2. If norms other than national norms are being presented (p. 5), check the "other" box and specify the comparison group: local, e.g.

Item 3. If the same instrument which was used to select pupils for the compensatory project also served as the program pretest, check "yes" to item 3 and include your computation of estimated bias due to "regression toward the mean".

Item 4. Please check the box which best describes the pre/post test interval for which you are presenting information.

Note: Do not combine achievement data gathered over different test intervals. That is, if your project has tested some pupils on a Fall-to-Spring basis and others Spring-to-Spring, you will need separate pages 4 and 5 to report each subgroup's results.

Column B: Report here the number of pupils by grade level who received compensatory instruction in the instructional service area checked in Item 1. Compute column total.

Column C: Of the number of pupils reported in Column B, for how many are you reporting matched pre/post scores? Enter the numbers by grade level and compute the column total.

The rest of the information on p. 4 is identical with information requested on p. 3 of previous years' reports. If you are reporting results from instruments which have raw score-to-percentile conversion tables (rather than scaled score-to-percentile conversions), please strike out "$\bar{x}$.S.S." in the last column, p. 4, and indicate that you are presenting mean raw scores instead.

Column D: Report here the percentiles associated with the mean pre-and posttest scores reported on page four. Caution: Do not average the percentile ranks of individual pupils.

Column E: Convert the pretest and posttest percentiles in column D to their associated normal curve equivalents. Alternately, mean N.C.E.'s may be reported.

Column F: Post N.C.E. minus pre N.C.E. = N.C.E. Gain. (Losses are reported as negative numbers, of course.)

Column G: Compute a Weighted N.C.E. Gain by multiplying the observed change (col. F) by the number of pupils pre/posttested (col. C, p. 4). Compute the column sum.

To complete page 5, divide the column G total by the column C total. This is the project's weighted mean gain for this particular instructional service area.

3/80
AEB:cs

1979-80 COMPENSATORY PROJECT EVALUATION REPORTING FORM

PLEASE SUBMIT
TWO COPIES

THIS REPORT IS DUE 6/20/80

C.S.D.E.
State Office Bldg., Rm. 375
P.O. Box 2219
Hartford, Connecticut 06115

School District _____

District Address _____ (1-3)

Project Title _____

Director _____ (Name) _____ (Telephone) (5-6)

Evaluator _____ (Name) _____ (Telephone)

Program Site(s) _____ (8-9)

_____ (11-12)

_____

Funds supporting this component:

Title I: _____ (14-20)

SADC public: _____ (22-27)

SADC non-public: _____ (29-34)

Other (specify): _____ (36-42)

TOTAL: _____

Expenditures included in Total above which supported services to private school children: _____ (44-49)/

Unduplicated count of program participants by grade levels:

PUBLIC SCHOOL

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
(8-10)	(12-14)	(16-18)	(20-22)	(24-26)	(28-30)	(32-34)	(36-38)	(40-42)	(44-46)	(48-50)	(52-54)	(56-58)	(60-62)/	

PRIVATE SCHOOL

X	(12-14)	(16-18)	(20-22)	(24-26)	(28-30)	(32-34)	(36-38)	(40-42)	(44-46)	(48-50)	(52-54)	(56-58)	(60-62)/	

Number and full-time equivalent of project staff paid by compensatory funds:

	Instructional		Other Professional			Clerical or Other		
	No.	f.t.e.	(Specify)	No.	f.t.e.	(Specify)	No.	f.t.e.
Teachers	_____ (8-9)	_____ (11-15)	_____	_____	_____	_____	_____	_____
Aides	_____ (18-19)	_____ (21-25)	_____	_____	_____	_____	_____	_____
				(_____ (28-29)	_____) (31-35)		(_____ (38-39)	_____) (41-45)

School District _____ Component Title _____

Using this page, (1) State the performance objectives for this component (from the Application); (2) Specify the measure(s) used to evaluate each objective; (3) Indicate the method of analysis applied to the data collected with each instrument; (4) Present the results of the evaluation. At the foot of the page state one or more program recommendations based on the evaluation findings.

PERFORMANCE OBJECTIVES	DATES INSTRUMENTS/ADMINISTERED	TREATMENT OF DATA INCLUDING TESTS FOR SIGNIFICANCE	RESULTS

RECOMMENDATIONS:

FOR PROJECTS/GRADE LEVELS WHICH ARE NOT USING A TITLE I "BASIC SKILLS EVALUATION MODEL -

Use this page to report any standardized test information which was collected and analyzed as part of the evaluation design of any project which was not designed primarily to increase pupils' achievement in reading, mathematics or language arts. Use this page, too, to report standardized test information for groups of pupils below grade level two, even though these pupils may have participated in a Basic Skills Project which also served older students.

Instructions: Present scaled score averages by grade level for each test/subtest analyzed. For instruments which provide raw score-to-percentile conversions, present raw score averages instead. In this case, please cross out the words "Scaled Scores" and label these columns as "Raw Scores". Recording of percentiles on this page is optional. If you provide percentiles associated with average scores, please indicate the type of norms employed.

☐ national norms
☐ other norms
(specify) _____

Grade Level	No. of Program Participants	No. of Pupils Pre/Post Tested	Test Instrument Information: Name of Test	Edition (Year)	Name of Subtest	Pre/Post Battery Level	Pre/Post Form	Month of Pre/Post Tests	Scaled Scores: Pre Test $\bar{X}$ S.S.	Post Test $\bar{X}$ S.S.	(OPTIONAL) Percentiles Associated With Average Scores: %tile Pre	%tile Post

School District _____ (1-3) Component Title _____ (4-8)

FOR BASIC SKILLS PROJECTS WHICH SERVED PUPILS AT OR ABOVE GRADE TWO, USE THIS PAGE

1. INSTRUCTIONAL SERVICE (Check One) ☐ READING ☐ LANGUAGE ARTS ☐ MATH (9)

2. TYPE OF NORMS USED IN SCORE CONVERSIONS ☐ NATIONAL ☐ OTHER _____ (Specify) (10)

3. WAS THE PRETEST INSTRUMENT USED TO SELECT PROGRAM PARTICIPANTS? ☐ NO ☐ YES → (see instructions) (11)

4. TESTING PATTERN (12)
☐ Fall to Spring
☐ Spring to Spring
☐ Fall to Fall
☐ More than 12 months

Column A	Column B	Column C	TEST INFORMATION							
Grade Level	No. of Pupils Who Received Instructional Services	No. of Pupils Pre/Post-tested	Name of Test	Edition (year)	Name of Subtest	Pre/Post Battery Level	Pre/Post Form	Month of Pre/Post Tests	Pre Test $\bar{x}$ S.S.	Post Test $\bar{x}$ S.S.
(13-14)	(15-16)	(17-18)								

Total Served

Total Pre/ Post Tested

Continued-

School District _____ Component Title _____ Page 5

(continued from p. 4) FOR BASIC SKILLS PROJECTS WHICH SERVED PUPILS AT OR ABOVE GRADE TWO

Weighted mean project gain:

Total, Column G ÷ Total, Column C = [ ]

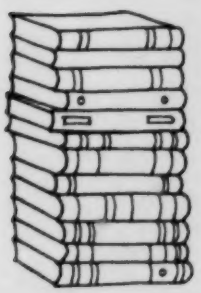
(Check One)
- ☐ Reading
- ☐ Language Arts
- ☐ Mathematics

Column D		Column E		Column F	Column G	
Associated Percentiles		Associated N.C.E.s (or ≠ N.C.E.)		N.C.E. Gain	Weighted N.C.E. Gain= (col. C x col. F)	CSDE USE ONLY
Pre	Post	Pre	Post			

PROJECT CODING SHEET

To gather compatible evaluation and eligibility data, 8-1/2" x 17" project data coding sheets are used by each of Hartford's basic skill compensatory programs. Since many of these programs are also funded with State compensatory monies, free milk/lunch eligibility data is collected. Thus, a general Evaluation/Eligibility Coding Sheet is used to record eligibility and demographic data as well as city-wide spring-to-spring (MAT-70) test scores which are collected as part of a common evaluation model.

A second coding sheet, which differs from project to project, is used to record IRIT CAT-70 standard scores (ADSS), numbers of books read, and the level at which students can write simple sentences. Provisions are included for recording the number of days present and the number of days enrolled in the IRIT program. These figures provide a basis for computing percentages of attendance and the number of cycles in which a youngster has been enrolled in the IRIT program during the current year. A sequential student number (Column 1 - 4) is used to merge data after these have been punched into two 80-column cards.



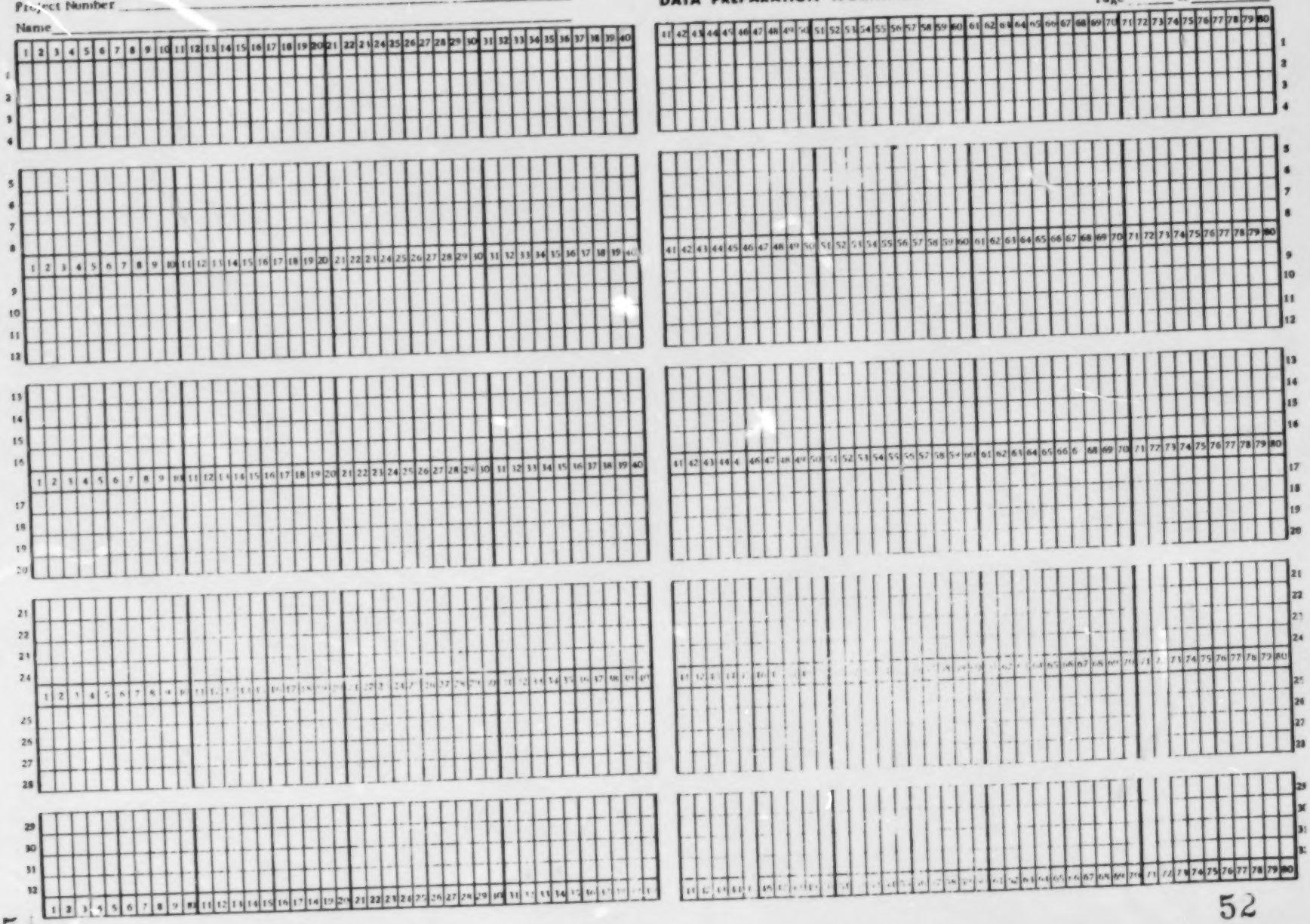
Project Number _____

Name _____

DATA PREPARATION WORKSHEET

Date _____

Page _____ of _____



EVALUATION/ELIGIBILITY CODING SHEET INSTRUCTIONS

Edition: 1979-80

CARD 1

Column	Variable
1 - 4	Number students sequentially: 1 -
5	School Year: use last digit (1979-80 = 0 etc.)
6 - 20	Name: Last Name, First Name, Middle Initial Space between last name, first name, middle initial
21 - 28	Student Identification Number: assigned by school
29	Eligibility for: Free Milk = M Free Lunch = L
30 - 31	School Attendance Area Code: See instructions
33	Grade:
34 - 35	MAT Placement Tests: use preceding spring test scores only. MAT Placement Level: Elementary = E, Intermediate = I, Primary 1 = P1, etc.
36	MAT Placement Test Form
37 - 39	Placement: MAT Word Knowledge (SS)
40 - 42	Placement: MAT Word Analysis (SS)
43 - 45	Placement: MAT Reading (SS)
46 - 48	Placement: MAT Math Computation (SS)
49 - 51	Placement: MAT Math Concepts (SS)
52 - 54	Placement: MAT Math Problem Solving (SS)
55 - 56	MAT Post Test Level
57	MAT Post Test Form

Column	Variable
58 - 60	Post Test: MAT Word Knowledge (SS)
61 - 63	Post Test: MAT Word Analysis (SS)
64 - 66	Post Test: MAT Reading (SS)
67 - 69	Post Test: MAT Math Computation (SS)
70 - 72	Post Test: MAT Math Concepts (SS)
73 - 75	Post Test: MAT Math Problem Solving (SS)
77	Center Code: 1 = Clark 2 = King 3 = Wish 4 = Kinsella
78 - 79	Program Code: See instructions
80	Card Number: 2

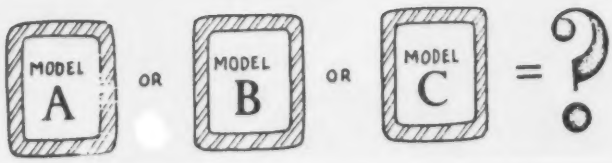
Evaluation Office
1979-1980
EE-IRIT

INTENSIVE READING INSTRUCTIONAL TEAMS Edition: 1979-80

CARD 2

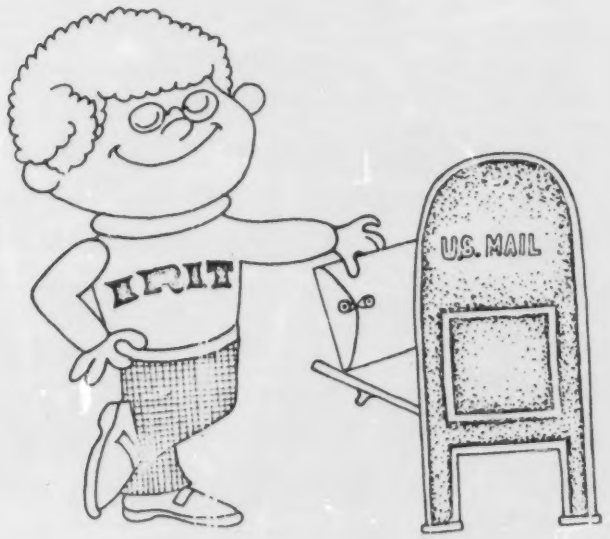
Column	Variable
1 - 4	Sequential Student Number - Same as Card 1.
5 - 7	Student Initials - Same as Card 1.
8 - 9	School Attendance Area Code - Same as Card 1.
10 - 11	Grade - Same as Card 1.
12	Center Code: 1 = Clark 2 = King 3 = Wish 4 = Kinsella
13	Cycle: 1, 2, or 3
14 - 15	CAT Pre Test Level
16	CAT Pre Test Form
17 - 19	Pre Test: CAT Vocabulary (ADSS)
20 - 22	Pre Test: CAT Comprehension (ADSS)
23 - 25	Pre Test: CAT Total Reading (ADSS)
26 - 27	CAT Post Test Level
28	CAT Post Test Form
29 - 31	Post Test: CAT Vocabulary (ADSS)
32 - 34	Post Test: CAT Comprehension (ADSS)
35 - 37	Post Test: CAT Total Reading (ADSS)
38 - 40	Number of books read
42	Student can write simple sentences: above instructional level = 1 at instructional level = 2 below instructional level = 3

Column	Variable
43 - 45	Days Present
46 - 48	Days Enrolled
49	Cycles enrolled in IRIT this year (count present cycle)
80	Card Number: 2



IRIT REPLICATION REPORTING FORM

This form, which is based on Connecticut's State Title I reporting form, can be used for reporting replication site evaluation data to the Hartford Demonstrator/Developer (D/D) project in accord with the attached instructions.



IRIT REPLICATION REPORTING FORM

Please send a copy of the attached reporting form to the D/D project director at the end of each school year. Information from all D/D projects will be compiled with test data analyzed by grade, by site, and on an overall program basis. This will be done not only to help the funding agency determine the extent to which the overall IRIT replication process is working but to feed back this information to each project director as well. Since the reporting form is based on a Connecticut Title I form, if your IRIT has received Title I funding, in all probability this information will already be available. Hence, it should be a simple matter to transfer this information on to the attached forms. Specific questions regarding this reporting should be directed to the D/D coordinator at (203) 566-6627 or to the Hartford Public Schools' evaluation office by calling (203) 566-6074.

PAGES 1 and 2. Self-explanatory.

PAGES 3 and 4. Title I evaluation model, and other achievement results results should be entered in the appropriate spaces. Note that pages 3 and 4 were constructed for use with a norm-referenced comparison (A) model. If your IRIT project used another evaluation model, ignore these pages and provide a summary of Model B, C, or other findings.

ITEM 1. If norms other than national norms are being presented (P. 4), check "other" and specify the comparison group: local, State, etc.

ITEM 2. If the same instrument which was used to select or confirm pupils for the compensatory project also served as the program pre test, check "yes" and include your computation of the estimated bias due to regression toward the mean.

ITEM 3. Please check the box which best describes the pre/post test intervals for which you are presenting information. Do not combine achievement data gathered over different test intervals. That is, if your IRIT tested some pupils on a fall-to-spring basis, and others on a spring-to-spring basis, use separate pages 3 and 4 to report each sub-group results.

COLUMNS B AND C. Note that Column B should contain the total number of pupils who received IRIT services by grade, while Column C should show the number of these youngsters for which matched pre/post test scores were available.

COLUMN D. Report here the percentiles associated with the mean pre and post test scores reported on page four. Caution: Do not average the percentile ranks of individual pupils.

COLUMN E. Convert the pre test and post test percentiles in column D to their associated normal curve equivalents. Alternately, mean NCE's may be reported.

COLUMN F. Post NCE minus pre NCE = NCE Gain. (Losses are reported as negative numbers, of course.)

COLUMN G. Compute a Weighted NCE Gain by multiplying the observed change (column F) by the number of pupils pre/post tested (column C, p. 3). Compute the column sum.

To complete page 4, divide the column G total by the column C total. This is the project's weighted mean gain for this particular instructional service area.

IRIT REPLICATION REPORTING FORM

School District _____

District Address _____

Director _____
(Name) (Telephone)

Evaluator _____
(Name) (Telephone)

Program Site(s) _____

_____

_____

Funds supporting this component:

Title I: _____

Other (specify): _____

TOTAL: _____

Unduplicated count of program participants by grade levels:

PUBLIC SCHOOL

2	3	4	5	6	7	8	9	10	11	12	TOTALS

PRIVATE SCHOOL

2	3	4	5	6	7	8	9	10	11	12	TOTALS

Number and full-time equivalent (f.t.e.) of project staff:

	Instructional			Clerical or Other		
	No.	f.t.e.	Specify	No.	f.t.e.
Teachers	____	____	_____	____	____
Aides	____	____	_____	____	____

School District _____

Using this page, (1) State the performance objectives; (2) Specify the measure(s) used to evaluate each objective; (3) Indicate the method of analysis applied to the data collected with each instrument; (4) Present the results of the evaluation.

PERFORMANCE OBJECTIVES	DATES INSTRUMENTS/ADMINISTERED	TREATMENT OF DATA INCLUDING TESTS FOR SIGNIFICANCE	RESULTS

RECOMMENDATIONS. FOR PROGRAM MODIFICATION OR IMPROVEMENT:

School District _____

FOR BASIC SKILLS PROJECTS WHICH SERVED PUPILS AT OR ABOVE GRADE TWO

1. TYPE OF NORMS USED IN SCORE CONVERSIONS ☐ NATIONAL ☐ OTHER _____ Specify

2. WAS THE PRETEST USED TO SELECT PROGRAM PARTICIPANTS? ☐ NO ☐ YES (see instructions)

3. TESTING PATTERN
- ☐ Fall to Spring
- ☐ Spring to Spring
- ☐ Fall to Fall
- ☐ More than 12 Months

Column A	Column B	Column C	TEST INFORMATION								
Grade Level	No. of Pupils Who Received Instructional Services	No. of Pupils Pre/Post-tested	Name of Test	Edition (year)	Name of Subtest	Pre/Post Battery Level	Pre/Post Form	Month of Pre/Post Tests	Pre Test $\bar{x}$ S.S.	Post Test $\bar{x}$ S.S.
	Total Served	Total Pre/ Post Tested								

Continued→

xx

School District _____

(continued from p. 4) FOR BASIC SKILLS PROJECTS WHICH SERVED PUPILS AT OR ABOVE GRADE TWO

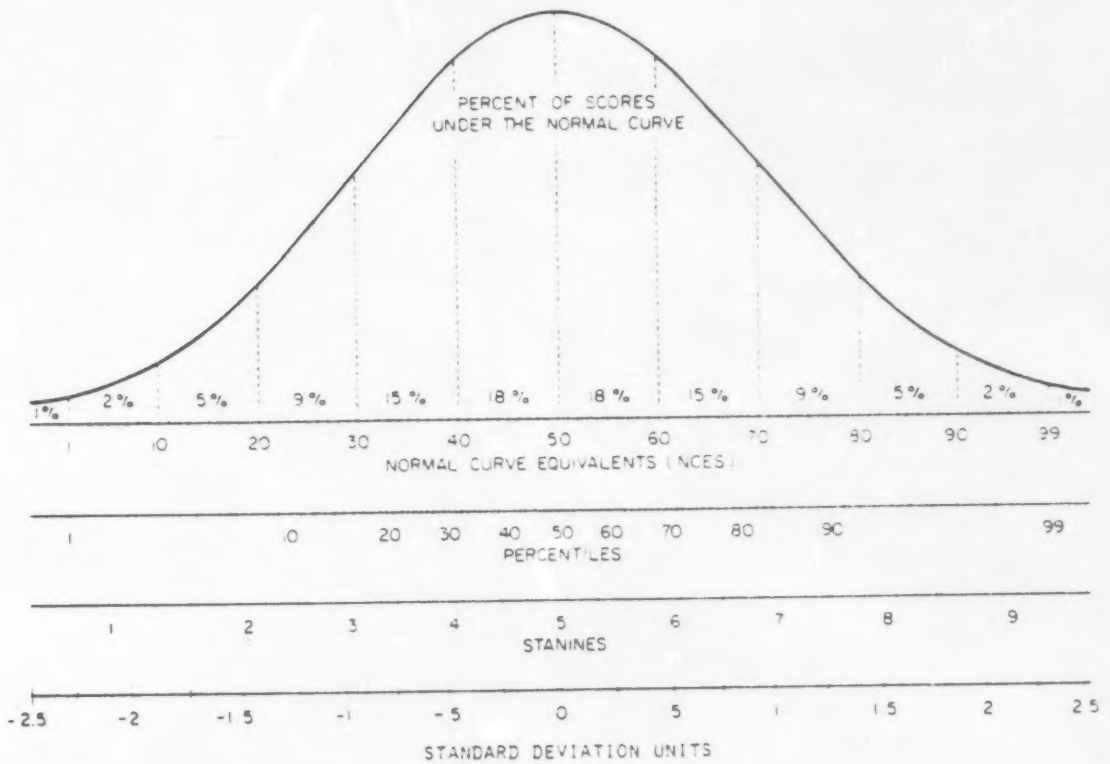
Weighted mean project gain:

Total, Column G ÷ Total, Column C = [ ]

Column D		Column E		Column F	Column G
Associated Percentiles		Associated N.C.E.s (or ≈ N.C.E.)		N.C.E. Gain	Weighted N.C.E. Gain= (col. C x col. F)
Pre	Post	Pre	Post		

PERCENTILE TO NCE CONVERSION TABLE

This table, which was derived from the table of areas under the normal curve found in most statistics books, gives the NCE that corresponds to each percentile (all numbers are express d to 3 significant figures). By using this table, observed and expected posttest percentiles can be converted directly to NCEs. The NCE gain is the difference between the observed NCE and the expected NCE.



Area under the normal curve divided into NCEs, percentiles, stanines, and standard deviation units.

The Normal Curve Equivalent Corresponding to Each Tenth of a Percentile

	NCE		NCE		NCE		NCE		NCE
1.0	1.0	6.0	17.3	11.0	24.2	16.0	29.1	21.0	33.
1.1	1.8	6.1	17.4	11.1	24.3	16.1	29.1	21.1	33.1
1.2	2.5	6.2	17.6	11.2	24.4	16.2	29.2	21.2	33.2
1.3	3.1	6.3	17.8	11.3	24.5	16.3	29.3	21.3	33.2
1.4	3.7	6.4	17.9	11.4	24.6	16.4	29.4	21.4	33.3
1.5	4.3	6.5	18.1	11.5	24.7	16.5	29.5	21.5	33.4
1.6	4.8	6.6	18.3	11.6	24.8	16.6	29.6	21.6	33.4
1.7	5.4	6.7	18.4	11.7	24.9	16.7	29.7	21.7	33.5
1.8	5.6	6.8	18.6	11.8	25.0	16.8	29.7	21.8	33.6
1.9	6.3	6.9	18.8	11.9	25.1	16.9	29.8	21.9	33.7
2.0	6.7	7.0	18.9	12.0	25.3	17.0	29.9	22.0	33.7
2.1	7.2	7.1	19.1	12.1	25.4	17.1	30.0	22.1	33.8
2.2	7.6	7.2	19.2	12.2	25.5	17.2	30.1	22.2	33.8
2.3	8.0	7.3	19.4	12.3	25.6	17.3	30.2	22.3	33.9
2.4	8.3	7.4	19.5	12.4	25.7	17.4	30.2	22.4	34.0
2.5	8.7	7.5	19.7	12.5	25.8	17.5	30.3	22.5	34.1
2.6	9.1	7.6	19.8	12.6	25.9	17.6	30.4	22.6	34.2
2.7	9.4	7.7	20.0	12.7	26.0	17.7	30.5	22.7	34.2
2.8	9.7	7.8	20.1	12.8	26.1	17.8	30.6	22.8	34.3
2.9	10.1	7.9	20.3	12.9	26.2	17.9	30.6	22.9	34.4
3.0	10.4	8.0	20.4	13.0	26.3	18.0	30.7	23.0	34.4
3.1	10.7	8.1	20.5	13.1	26.4	18.1	30.8	23.1	34.5
3.2	11.0	8.2	20.7	13.2	26.5	18.2	30.9	23.2	34.6
3.3	11.3	8.3	20.8	13.3	26.6	18.3	31.0	23.3	34.6
3.4	11.6	8.4	21.0	13.4	26.7	18.4	31.0	23.4	34.7
3.5	11.9	8.5	21.1	13.5	26.8	18.5	31.1	23.5	34.8
3.6	12.1	8.6	21.2	13.6	26.9	18.6	31.2	23.6	34.8
3.7	12.4	8.7	21.4	13.7	27.0	18.7	31.3	23.7	34.9
3.8	12.6	8.8	21.5	13.8	27.1	18.8	31.4	23.8	35.0
3.9	12.9	8.9	21.6	13.9	27.1	18.9	31.4	23.9	35.1
4.0	13.1	9.0	21.8	14.0	27.2	19.0	31.5	24.0	35.2
4.1	13.4	9.1	21.9	14.1	27.3	19.1	31.6	24.1	35.2
4.2	13.6	9.2	22.0	14.2	27.4	19.2	31.7	24.2	35.3
4.3	13.8	9.3	22.1	14.3	27.5	19.3	31.7	24.3	35.3
4.4	14.1	9.4	22.3	14.4	27.6	19.4	31.8	24.4	35.4
4.5	14.3	9.5	22.4	14.5	27.7	19.5	31.9	24.5	35.5
4.6	14.5	9.6	22.5	14.6	27.8	19.6	32.0	24.6	35.5
4.7	14.7	9.7	22.6	14.7	27.9	19.7	32.0	24.7	35.6
4.8	14.9	9.8	22.8	14.8	28.0	19.8	32.1	24.8	35.7
4.9	15.1	9.9	22.9	14.9	28.1	19.9	32.2	24.9	35.7
5.0	15.4	10.0	23.0	15.0	28.2	20.0	32.3	25.0	35.8
5.1	15.6	10.1	23.1	15.1	28.3	20.1	32.3	25.1	35.9
5.2	15.8	10.2	23.3	15.2	28.4	20.2	32.4	25.2	35.9
5.3	16.0	10.3	23.4	15.3	28.4	20.3	32.5	25.3	36.0
5.4	16.2	10.4	23.5	15.4	28.5	20.4	32.6	25.4	36.1
5.5	16.3	10.5	23.6	15.5	28.6	20.5	32.6	25.5	36.1
5.6	16.5	10.6	23.7	15.6	28.7	20.6	32.7	25.6	36.2
5.7	16.7	10.7	23.8	15.7	28.8	20.7	32.8	25.7	36.3
5.8	16.9	10.8	23.9	15.8	28.9	20.8	32.9	25.8	36.3
5.9	17.1	10.9	24.1	15.9	29.0	20.9	32.9	25.9	36.4

Table 1 continued

%	NCE	%	NCE	%	NCE	%	NCE	%	NCE
26.0	36.5	31.0	39.6	36.0	42.5	41.0	45.2	46.0	47.9
26.1	36.5	31.1	39.6	36.1	42.5	41.1	45.3	46.1	47.9
26.2	36.6	31.2	39.7	36.2	42.6	41.2	45.3	46.2	48.0
26.3	36.6	31.3	39.7	36.3	42.6	41.3	45.4	46.3	48.0
26.4	36.7	31.4	39.8	36.4	42.7	41.4	45.4	46.4	48.1
26.5	36.8	31.5	39.9	36.5	42.7	41.5	45.5	46.5	48.2
26.6	36.8	31.6	39.9	36.6	42.8	41.6	45.5	46.6	48.2
26.7	36.9	31.7	40.0	36.7	42.8	41.7	45.6	46.7	48.3
26.8	37.0	31.8	40.0	36.8	42.9	41.8	45.6	46.8	48.3
26.9	37.0	31.9	40.1	36.9	43.0	41.9	45.7	46.9	48.4
27.0	37.1	32.0	40.1	37.0	43.0	42.0	45.8	47.0	48.4
27.1	37.2	32.1	40.2	37.1	43.1	42.1	45.8	47.1	48.5
27.2	37.2	32.2	40.3	37.2	43.1	42.2	45.9	47.2	48.5
27.3	37.3	32.3	40.3	37.3	43.2	42.3	45.9	47.3	48.6
27.4	37.3	32.4	40.4	37.4	43.2	42.4	46.0	47.4	48.6
27.5	37.4	32.5	40.4	37.5	43.3	42.5	46.0	47.5	48.7
27.6	37.5	32.6	40.5	37.6	43.3	42.6	46.1	47.6	48.7
27.7	37.5	32.7	40.6	37.7	43.4	42.7	46.1	47.7	48.8
27.8	37.6	32.8	40.6	37.8	43.5	42.8	46.2	47.8	48.8
27.9	37.7	32.9	40.7	37.9	43.5	42.9	46.2	47.9	48.9
28.0	37.7	33.0	40.7	38.0	43.6	43.0	46.3	48.0	48.9
28.1	37.8	33.1	40.8	38.1	43.6	43.1	46.3	48.1	49.0
28.2	37.8	33.2	40.9	38.2	43.7	43.2	46.4	48.2	49.0
28.3	37.9	33.3	40.9	38.3	43.7	43.3	46.4	48.3	49.1
28.4	38.0	33.4	41.0	38.4	43.8	43.4	46.5	48.4	49.2
28.5	38.0	33.5	41.0	38.5	43.9	43.5	46.6	48.5	49.2
28.6	38.1	33.6	41.1	38.6	43.9	43.6	46.6	48.6	49.3
28.7	38.2	33.7	41.1	38.7	44.0	43.7	46.7	48.7	49.3
28.8	38.2	33.8	41.2	38.8	44.0	43.8	46.7	48.8	49.4
28.9	38.3	33.9	41.3	38.9	44.1	43.9	46.8	48.9	49.4
29.0	38.3	34.0	41.3	39.0	44.1	44.0	46.8	49.0	49.5
29.1	38.4	34.1	41.4	39.1	44.2	44.1	46.9	49.1	49.5
29.2	38.5	34.2	41.4	39.2	44.2	44.2	46.9	49.2	49.6
29.3	38.5	34.3	41.5	39.3	44.3	44.3	47.0	49.3	49.6
29.4	38.6	34.4	41.5	39.4	44.3	44.4	47.0	49.4	49.7
29.5	38.7	34.5	41.6	39.5	44.4	44.5	47.1	49.5	49.7
29.6	38.7	34.6	41.7	39.6	44.4	44.6	47.1	49.6	49.8
29.7	38.8	34.7	41.7	39.7	44.5	44.7	47.2	49.7	49.8
29.8	38.8	34.8	41.8	39.8	44.6	44.8	47.2	49.8	49.9
29.9	38.9	34.9	41.8	39.9	44.6	44.9	47.3	49.9	49.9
30.0	39.0	35.0	41.9	40.0	44.7	45.0	47.4	50.0	50.0
30.1	39.0	35.1	41.9	40.1	44.7	45.1	47.4	50.1	50.1
30.2	39.1	35.2	42.0	40.2	44.8	45.2	47.5	50.2	50.1
30.3	39.1	35.3	42.1	40.3	44.8	45.3	47.5	50.3	50.2
30.4	39.2	35.4	42.1	40.4	44.9	45.4	47.6	50.4	50.2
30.5	39.3	35.5	42.2	40.5	44.9	45.5	47.6	50.5	50.3
30.6	39.3	35.6	42.2	40.6	45.0	45.6	47.7	50.6	50.3
30.7	39.4	35.7	42.3	40.7	45.0	45.7	47.7	50.7	50.4
30.8	39.4	35.8	42.3	40.8	45.1	45.8	47.8	50.8	50.4
30.9	39.5	35.9	42.4	40.9	45.2	45.9	47.8	50.9	50.5

Table 1 continued

%	NCE	%	NCE	%	NCE	%	NCE	%	NCE
51.0	50.5	56.0	53.2	61.0	55.9	66.0	58.7	71.0	61.7
51.1	50.6	56.1	53.2	61.1	55.9	66.1	58.7	71.1	61.7
51.2	50.6	56.2	53.3	61.2	56.0	66.2	58.8	71.2	61.8
51.3	50.7	56.3	53.3	61.3	56.0	66.3	58.9	71.3	61.8
51.4	50.7	56.4	53.4	61.4	56.1	66.4	58.9	71.4	61.9
51.5	50.8	56.5	53.4	61.5	56.1	66.5	59.0	71.5	62.0
51.6	50.8	56.6	53.5	61.6	56.2	66.6	59.0	71.6	62.0
51.7	50.9	56.7	53.6	61.7	56.3	66.7	59.1	71.7	62.1
51.8	51.0	56.8	53.6	61.8	56.3	66.8	59.1	71.8	62.2
51.9	51.0	56.9	53.7	61.9	56.4	66.9	59.2	71.9	62.2
52.0	51.1	57.0	53.7	62.0	56.4	67.0	59.3	72.0	62.3
52.1	51.1	57.1	53.8	62.1	56.5	67.1	59.3	72.1	62.3
52.2	51.2	57.2	53.8	62.2	56.5	67.2	59.4	72.2	62.4
52.3	51.2	57.3	53.9	62.3	56.6	67.3	59.4	72.3	62.5
52.4	51.3	57.4	53.9	62.4	56.7	67.4	59.5	72.4	62.5
52.5	51.3	57.5	54.0	62.5	56.7	67.5	59.6	72.5	62.6
52.6	51.4	57.6	54.0	62.6	56.8	67.6	59.6	72.6	62.7
52.7	51.4	57.7	54.1	62.7	56.8	67.7	59.7	72.7	62.7
52.8	51.5	57.8	54.1	62.8	56.9	67.8	59.7	72.8	62.8
52.9	51.5	57.9	54.2	62.9	56.9	67.9	59.8	72.9	62.8
53.0	51.6	58.0	54.2	63.0	57.0	68.0	59.9	73.0	62.9
53.1	51.6	58.1	54.3	63.1	57.0	68.1	59.9	73.1	63.0
53.2	51.7	58.2	54.4	63.2	57.1	68.2	60.0	73.2	63.0
53.3	51.7	58.3	54.4	63.3	57.2	68.3	60.0	73.3	63.1
53.4	51.8	58.4	54.5	63.4	57.2	68.4	60.1	73.4	63.2
53.5	51.8	58.5	54.5	63.5	57.3	68.5	60.1	73.5	63.2
53.6	51.9	58.6	54.6	63.6	57.3	68.6	60.2	73.6	63.3
53.7	52.0	58.7	54.6	63.7	57.4	68.7	60.3	73.7	63.4
53.8	52.0	58.8	54.7	63.8	57.4	68.8	60.3	73.8	63.4
53.9	52.1	58.9	54.7	63.9	57.5	68.9	60.4	73.9	63.5
54.0	52.1	59.0	54.8	64.0	57.5	69.0	60.4	74.0	63.5
54.1	52.2	59.1	54.8	64.1	57.6	69.1	60.5	74.1	63.6
54.2	52.2	59.2	54.9	64.2	57.7	69.2	60.6	74.2	63.7
54.3	52.3	59.3	55.0	64.3	57.7	69.3	60.6	74.3	63.7
54.4	52.3	59.4	55.0	64.4	57.8	69.4	60.7	74.4	63.8
54.5	52.4	59.5	55.1	64.5	57.8	69.5	60.7	74.5	63.9
54.6	52.4	59.6	55.1	64.6	57.9	69.6	60.8	74.6	63.9
54.7	52.5	59.7	55.2	64.7	57.9	69.7	60.9	74.7	64.0
54.8	52.5	59.8	55.2	64.8	58.0	69.8	60.9	74.8	64.1
54.9	52.6	59.9	55.3	64.9	58.1	69.9	61.0	74.9	64.1
55.0	52.6	60.0	55.3	65.0	58.1	70.0	61.0	75.0	64.2
55.1	52.7	60.1	55.4	65.1	58.2	70.1	61.1	75.1	64.3
55.2	52.8	60.2	55.4	65.2	58.2	70.2	61.2	75.2	64.3
55.3	52.8	60.3	55.5	65.3	58.3	70.3	61.2	75.3	64.4
55.4	52.9	60.4	55.6	65.4	58.3	70.4	61.3	75.4	64.5
55.5	52.9	60.5	55.6	65.5	58.4	70.5	61.3	75.5	64.5
55.6	53.0	60.6	55.7	65.6	58.5	70.6	61.4	75.6	64.6
55.7	53.0	60.7	55.7	65.7	58.5	70.7	61.5	75.7	64.7
55.8	53.1	60.8	55.8	65.8	58.6	70.8	61.5	75.8	64.7
55.9	53.1	60.9	55.8	65.9	58.6	70.9	61.6	75.9	64.8

Table 1 continued

%	NCE	%	NCE	%	NCE	%	NCE	%	NCE
76.0	64.9	81.0	68.5	86.0	72.8	91.0	78.2	96.0	86.9
76.1	64.9	81.1	68.6	86.1	72.9	91.1	78.4	96.1	87.1
76.2	65.0	81.2	68.6	86.2	72.9	91.2	78.5	96.2	87.4
76.3	65.1	81.3	68.7	86.3	73.0	91.3	78.6	96.3	87.6
76.4	65.1	81.4	68.8	86.4	73.1	91.4	78.8	96.4	87.9
76.5	65.2	81.5	68.9	86.5	73.2	91.5	78.9	96.5	88.1
76.6	65.3	81.6	69.0	86.6	73.3	91.6	79.0	96.6	88.4
76.7	65.4	81.7	69.0	86.7	73.4	91.7	79.2	96.7	88.7
76.8	65.4	81.8	69.1	86.8	73.5	91.8	79.3	96.8	89.0
76.9	65.5	81.9	69.2	86.9	73.6	91.9	79.5	96.9	89.3
77.0	65.6	82.0	69.3	87.0	73.7	92.0	79.6	97.0	89.6
77.1	65.6	82.1	69.4	87.1	73.8	92.1	79.7	97.1	89.9
77.2	65.7	82.2	69.4	87.2	73.9	92.2	79.9	97.2	90.3
77.3	65.8	82.3	69.5	87.3	74.0	92.3	80.0	97.3	90.6
77.4	65.8	82.4	69.6	87.4	74.1	92.4	80.2	97.4	90.9
77.5	65.9	82.5	69.7	87.5	74.2	92.5	80.3	97.5	91.3
77.6	66.0	82.6	69.8	87.6	74.3	92.6	80.5	97.6	91.7
77.7	66.0	82.7	69.8	87.7	74.4	92.7	80.6	97.7	92.0
77.8	66.1	82.8	69.9	87.8	74.5	92.8	80.8	97.8	92.4
77.9	66.2	82.9	70.0	87.9	74.6	92.9	80.9	97.9	92.8
78.0	66.3	83.0	70.1	88.0	74.7	93.0	81.1	98.0	93.3
78.1	66.3	83.1	70.2	88.1	74.9	93.1	81.2	98.1	93.7
78.2	66.4	83.2	70.3	88.2	75.0	93.2	81.4	98.2	94.4
78.3	66.5	83.3	70.3	88.3	75.1	93.3	81.6	98.3	94.6
78.4	66.6	83.4	70.4	88.4	75.2	93.4	81.7	98.4	95.2
78.5	66.6	83.5	70.5	88.5	75.3	93.5	81.9	98.5	95.7
78.6	66.7	83.6	70.6	88.6	75.4	93.6	82.1	98.6	96.3
78.7	66.8	83.7	70.7	88.7	75.5	93.7	82.2	98.7	96.9
78.8	66.8	83.8	70.8	88.8	75.6	93.8	82.4	98.8	97.5
78.9	66.9	83.9	70.9	88.9	75.7	93.9	82.6	98.9	98.2
79.0	67.0	84.0	70.9	89.0	75.8	94.0	82.7	99.0	99.0
79.1	67.1	84.1	71.0	89.1	75.9	94.1	82.9		
79.2	67.1	84.2	71.1	89.2	76.1	94.2	83.1		
79.3	67.2	84.3	71.2	89.3	76.2	94.3	83.3		
79.4	67.3	84.4	71.3	89.4	76.3	94.4	83.5		
79.5	67.4	84.5	71.4	89.5	76.4	94.5	83.7		
79.6	67.4	84.6	71.5	89.6	76.5	94.6	83.8		
79.7	67.5	84.7	71.6	89.7	76.6	94.7	84.0		
79.8	67.6	84.8	71.6	89.8	76.7	94.8	84.2		
79.9	67.7	84.9	71.7	89.9	76.9	94.9	84.4		
80.0	67.7	85.0	71.8	90.0	77.0	95.0	84.6		
80.1	67.8	85.1	71.9	90.1	77.1	95.1	84.9		
80.2	67.9	85.2	72.0	90.2	77.2	95.2	85.1		
80.3	68.0	85.3	72.1	90.3	77.4	95.3	85.3		
80.4	68.0	85.4	72.2	90.4	77.5	95.4	85.5		
80.5	68.1	85.5	72.3	90.5	77.6	95.5	85.7		
80.6	68.2	85.6	72.4	90.6	77.7	95.6	85.9		
80.7	68.3	85.7	72.5	90.7	77.9	95.7	86.2		
80.8	68.3	85.8	72.6	90.8	78.0	95.8	86.4		
80.9	68.4	85.9	72.7	90.9	78.1	95.9	86.6		

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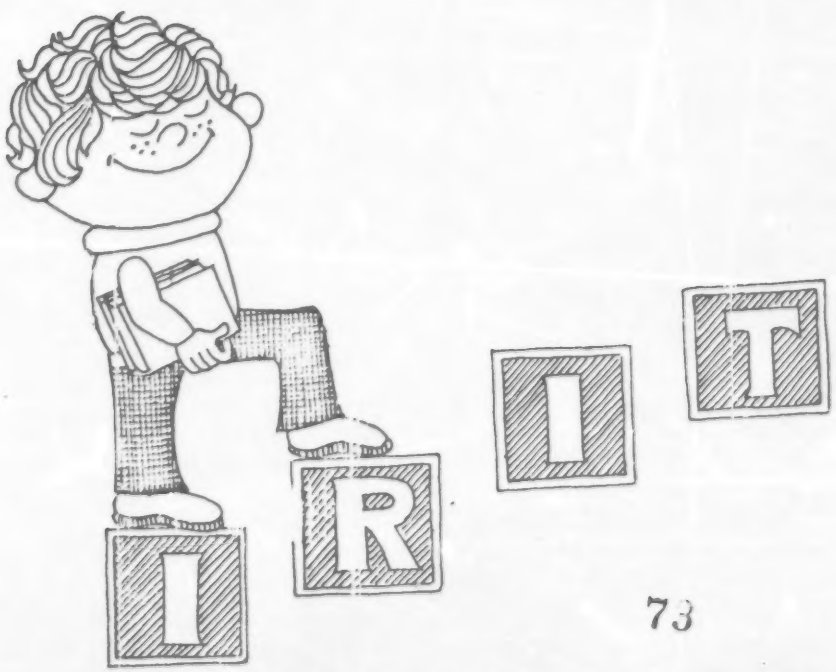


PHILOSOPHY OVERVIEW OF THE

INTENSIVE READING INSTRUCTIONAL TEAMS

The focus of the Intensive Reading Instructional Teams is remediating skill deficits and providing students with the opportunity to apply and practice their reading skills. A student completing the cycle should function more effectively when returned to the classroom reading program.

The directed reading activity is a part of the I.R.I.T. instructional format but is not the primary focus. Our intent is to provide daily intensive individual and small group skill instruction which is usually difficult to facilitate in a regular classroom of twenty-five students or more.

To effectively remediate it is usually necessary to use materials at a student's independent reading level. A student will then focus on the skill and not be confronted with unknown vocabulary or concepts.

Special emphasis is placed on facilitating communication through writing. We want students to express themselves with ease and clarity. Good spelling ability is one tool in this process. The spelling lists in the Hartford Language Arts Curriculum Guide are the high utility words practiced and used in many written activities.

Children are encouraged to use their best penmanship when doing written work. When the need arises, problem letter formation for individual children is remediated. The Zaner-Bloser method is used to assure continuity with classroom instruction.

In the area of enrichment and individualized reading, students have the opportunity to apply their reading skills in books of their choice. Reading daily gives the practice that nurtures better readers, stimulates writing and develops vocabulary.

Direct vocabulary instruction is incorporated in the three instructional areas. The basal reader vocabulary is stressed as well as high utility words.

CRITERIA FOR SELECTION OF STUDENTS FOR IRIT

1. Children should be recommended who are below grade level in reading achievement.

2. Children must be able to work successfully within an intensive program and adapt to the organizational set-up. If children are referred who cannot adjust to the situation, it may be necessary to exclude them from the program.

3. Because of the intensive nature of the program, no new students or replacements will be accepted after the first two weeks of the cycle.

4. No pupil should be recommended who is now attending another special program, except under certain circumstances when the teacher and IRIT feel the student would benefit from the program.

5. The benefits to a school are increased when there are no more than four or five teachers involved in each cycle of the program.

6. Experience has indicated that preference should be given to students who have a good attendance record. However, other contributing factors will be considered.

   Students who have a high degree of unexcused absences will be dropped from the program.

7. Guidelines to be used for selection of students should include information found in the cumulative folders, teacher evaluations, principal, parents and reading consultant recommendations.

8. Although the teachers are requested to recommend for consideration as many children as they feel would benefit from this type of instruction, it must be clearly understood that not all of the recommended children can be accepted in this program at any one time.

9. Students must have scored below the 23%ile on the M.A.T. or another standardized test. Students with higher percentile scores may be accepted if the need is documented through other testing.

10. Students in Bilingual Classrooms are eligible if they meet the above qualifications and have begun receiving instruction in reading in English in the classroom. Please note that students should not have begun English reading instruction in the classroom unless they have attained a 2^{2} reading level in Spanish and are at least in level 3 of ESL for oral English proficiency.

Hartford Public Schools
Reading/Communication Arts Dept.
1980/81

PLEASE ENTER AT THE CLOSE OF EACH CYCLE

I.R.I.T. P.M. ACTIVITY LOG

1. PARENT CONFERENCES

Cycle 1 _____

Cycle 2 _____

Cycle 3 _____

2. PARENT WORKSHOPS/IN SERVICE

Cycle 1 _____

Cycle 2 _____

Cycle 3 _____

3. CONFERENCING WITH CLASSROOM TEACHERS

Individually Cycle 1 _____

Cycle 2 _____

Cycle 3 _____

Small Group Cycle 1 _____

Cycle 2 _____

Cycle 3 _____

Workshop/In Service Cycle 1 _____

Cycle 2 _____

Cycle 3 _____

4. PREPARATION OF MATERIALS FOR CLASSROOM TEACHERS

Cycle 1 _____

Cycle 2 _____

Cycle 3 _____

5. ATTENDED S.S.T./P.A.T. Cycle 1 _____

Cycle 2 _____

Cycle 3 _____

6. OTHER SERVICES

HSW:.rk 1983

PUPIL RECOMMENDATIONS FOR IRIT

TEACHER _____ SCHOOL _____ ROOM/MIA _____ DATE _____

STUDENT Last Name	First	Gr.	BASAL	LEVEL-PACE	PROJECTED LEVEL Dec.-March-June	ABILITY	HELPFUL INFORMATION behavior - health - home

PUPILS PERSONAL RECORD

Cycle _____

Program Entry Date _____

Program Exit Date _____

NAME _____ ID# _____ SCHOOL _____

GRADE _____ TEACHER _____ ROOM ____ BIRTH _____

HOME ADDRESS _____ SEX _____ PHONE _____

PARENT OR GUARDIAN'S NAME _____

EMERGENCY INFORMATION (Business Phone) _____

_____ Name _____ Address _____ Phone

ATTENDANCE RECORD _____ Attended IRIT _____ (Dates)

LANGUAGE SPOKEN IN HOME _____ _____ (Center)

SPECIAL HEALTH PROBLEMS _____ _____

Other Remediation Services

_____ (Dates)

_____

TESTS METROPOLITAN ACHIEVEMENT TEST

Date _____ Placement Level _____ Test Form _____
(Prec. spring only)

Reading	Language	Math
SS:	SS:	SS:
S.	S.	S.
%:	%:	%:

Other Tests

Last Book Completed _____ Date _____

CLASSROOM TEACHER'S COMMENTS:

I.R.I.T. READING RECORDS

I.R.I.T. CENTER _____ Cycle _____ School _____ _____ _____

(Pre)Date-upper box (Post)Date-lower

Metropolitan Survey Stanford Diag. Reading

STUDENT ID#	Grade	IRI	Read. S.S.	Read. %	Lang. S.S.	Lang. %	Math. S.S.	Math. %	2 Aud. Disc.	3 Phon. Anal.	1 Aud. Voc.	4 Str. Anal. (Green)	1 Word Read. (Red)	5 Compre.		Total	Books Read	Simple Sent.	Days Absent

ESCUELAS PUBLICAS DE HARTFORD

Hartford, Connecticut

Estimados padres:

Su niño/niña está asistiendo a uno de nuestros programas de Lectura Intensiva. Nosotros quisieramos saber en que forma nuestro programa esta beneficiando a su niño/niña.

Favor de marcar una (X) en las siguientes preguntas:

1. ¿Le gustó a su niño/niña el programa I.R.I.T.? Si___ No___

2. ¿Qué le gusto a su niño/niña del programa I.R.I.T.?

3. ¿Le desagradó algo del programa I.R.I.T. a su niño/niña? Si___ No___

4. ¿Lee mas su niño/niña en su casa? Si___ No___

5. ¿Está su niño/niña más interesado en la escuela ahora? Si___ No___

6. ¿Visitó usted el programa I.R.I.T.? Si___ No___

7. ¿Tiene usted algo que sugerir para mejorar el programa I.R.I.T.?

Nombre del estudiante_____

Nombre del Padre_____

Escuela_____ Fecha_____

Por favor devuelva esta forma al Centro de Lectura lo mas pronto posible.

I.R.I.T. 1981-82

HARTFORD PUBLIC SCHOOLS

Hartford, Connecticut

Dear Parent:

Your child is presently attending one of our Intensive Reading Instructional Teams. We would like to know how this program is benefiting your child.

Please check (x) the questions listed below:

1. Did your child enjoy attending the I.R.I.T.? Yes___ No___

2. What did your child like about the I.R.I.T.?

3. Was there anything your child disliked about the I.R.I.T.? Yes___ No___

4. Does your child read more at home now? Yes___ No___

5. Is your child more interested in school now? Yes___ No___

6. Did you visit the I.R.I.T.? Yes___ No___

7. Do you have suggestions for improving the I.R.I.T. Program?

Child's Name_____ Pareht's Name_____

School_____ Date_____

Please return this form to the Reading Center.

I.R.I.T. 1981-82

I.R.I.T. STUDENT EVALUATION

DO NOT USE

1. Check one Boy___ Girl_____ _____

2. Check one Grade: 3___4___5___ _____

3. Did you like going from class to class? Yes___ No___ _____

Why?_____

_____

4. Did you like having three teachers? Yes___ No___ _____

5. Has I.R.I.T. helped your reading? Yes___ No___ _____

How?_____

_____

6. Is your family happy with the work you did at I.R.I.T.? _____

How?_____

_____

7. Do you want to go to reading school again? Yes___ No___ _____

Why?_____

_____

8. Write one thing that you would tell a child about I.R.I.T.

_____

_____

_____

_____

I.R.I.T. 1981-82

Hartford Public Schools

Administrative Offices
249 High Street
Hartford, Connecticut 06103

TO: CLASSROOM TEACHERS

SUBJECT: INTENSIVE READING TEAM EVALUATION

A number of your students have been attending one of our Intensive Reading Teams. In order to report on the program to the State Department and to improve our services to you, we would like you to complete the enclosed evaluation form.

We would appreciate it very much if you would return the form.

Thank you for your cooperation in this matter.

MSW:rk
Enc.

HARTFORD PUBLIC SCHOOLS

Hartford, Connecticut

I.R.I.T. PROGRAM

Teacher Evaluation Form

Name_____Grade____School_____

Date _____

The number of your pupils who attended the I.R.I.T. Program this cycle_____

Please answer the following questions in relation to the pupil's standing in your classroom at the beginning of this cycle.

1. Have you noticed the improvement in skills of the children attending the I.R.I.T.? Yes____No____. Describe briefly.

2. Have your children developed a better attitude toward reading? Yes____ No____.

3. Are your children reading more during their free time? Yes____ No____.

4. Have you noticed an improvement in students' work habits? Yes____ No____.

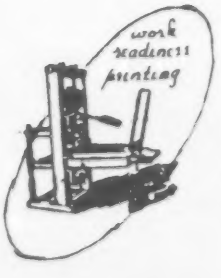
5.a) Were you able to attend the I.R.I.T. Open House? Yes____ No____
b) Were you able to visit the I.R.I.T. Program at any other time? Yes____ No____.

6. How many pupils remained with you during the A.M.?_____

7. What effect did removing some pupils from your classroom have on your program?

8. Do you have any suggestions to improve the I.R.I.T.? Yes____No____. What are they?

I.R.I.T. 1981-82



ANNIE FISHER SCHOOL
HARTFORD, CONN.